Instructors' Competency Model During COVID-19 Crisis: Human Resource Management Perspective

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Abstract:
Background: Across the world, many educational institutions have had to close down due to the COVID-19 outbreak. The pandemic has affected education at every stage in a number of ways. Instructors and learners have had to move away from standard classroom teaching into online learning. This has made human resource management (HRM) strategy a significantly greater challenge. The principal purpose of HRM is to allow organizations to attain their goals; within education this means that HRM has had to focus on helping instructors to perform their job competently. The aim of this paper is to undertake a review of HRM strategies and instructor competence regarding online learning in the course of the COVID-19 pandemic. Additionally, the paper proposes model for HRM-Instructor competence and give recommendations for the world of education and education system in Kuwait.
Materials and Methods: A methodological framework was developed to explore HRM components that is related to enhancing the skills of instructors, in the hope of identifying critical factors that influence the acceptance and adoption of online learning in the context of the COVID-19 crisis.
Results: Based on literature review and success stories, external and internal factors, an HRM-Instructure Competency Model was proposed as a guidance to educational institutions to support virtual and blended learning in situations such as Covid-19.
Conclusion: The findings have demonstrated that HRM practices have had to adapt to allow for continuing online education integrating new learning technologies with student commitment and instructor competence.
Key Word: *Human Resource Management, E-learning, Competency, Instructors, COVID-19.*

I. Introduction

The purpose of HRM operations is to allow organizations to attain their goals by introducing initiatives and offering support and/or guidance on issues related to those working for the organization. Educational institutions currently need to change the skillset of teachers so that course delivery may be shifted to online learning. This is a crucial issue for developing countries when faced with an issue like COVID-19. Due to the pandemic, in many countries educational establishments had to move all their teaching online. In the course of COVID-19, virtually every school became significantly different to the type of institution they were previously. Teaching that had been undertaken face-to-face is now performed online and, especially in developing countries, teachers had virtually no chance to prepare for this change. Teachers who were confident of their ability to teach their subject in the classroom may not be so confident with their abilities when it comes to online teaching.

The concepts underpinning online learning have been around for well over a century. Correspondence courses attempted to teach subjects unfettered by constraints of time or geography. The first genuine online learning started on the intranet in 1960, with computer terminals being linked up so that students could access academic material [1]. When the Internet came into being in 1994, academics quickly became digitally literate, allowing for online courses and modules to be taught in a formal accredited manner. The fact that mobile devices and the spread of the Internet and social media became so easy to access meant that learners have the opportunity to enjoy a customized learning experience [2]. Online learning means that learning can take place without any consideration of time zones or geography. Learners can learn at a pace that suits them and there are numerous opportunities for them to take control of their own learning. Nevertheless, not every university or every student cohort can employ online learning, particularly in less developed countries. However, the COVID-19 pandemic rendered, for a period, traditional modes of learning absolutely unavailable. All educational institutes in Kuwait (every level of under-18 schooling as well as all colleges and universities) had to move to online learning. The majority of institutions were not fully prepared either in terms of teachers, administrative

staff, or students. However, those responsible for educational decisions had to take action and HRM professionals played a crucial part in helping organizations to plot their course through the uncertainties created by the significant changes to everyday life as a result of the COVID-19 pandemic [3]. This paper intends to undertake a review and analysis of the part played by HRM professionals within education establishments to demonstrate the ways in which they helped teachers towards competence in online teaching. Additionally, a competency model for HRM instructors will be proposed for the improvement of the way that e-learning is implemented and utilized during crises like COVID-19.

The subsequent sections will offer a discussion of the part played by human resources in colleges in the course of the COVID-19 pandemic. An explanation will be then given on the way the pandemic affected the educational sector as a whole. This will encompass a review of the way online learning was adapted and how competent, prepared, and technologically accepting instructors were for this eventuality. A discussion of the online learning environment will then be undertaken, and a proposal for a competency model for HRM instructors. Lastly, a conclusion will be offered providing further recommendations for the educational sector in this area.

II. Reserach Methodology

A methodological framework (Figure 1) was developed to explore HRM components that is related to enhancing the skills of instructors, in the hope of identifying critical factors that influence the acceptance and adoption of online learning in the context of the COVID-19 crisis. These factors and challenges might be the reason for the failure and success of the adoption of virtual and blended learning systems. The methodology follows the recommendations of systems thinking [4, 5]. The framework starts by identifying existing models and key success factors and defining both its boundary. Using Kuwait educational institutions as the system in focus.
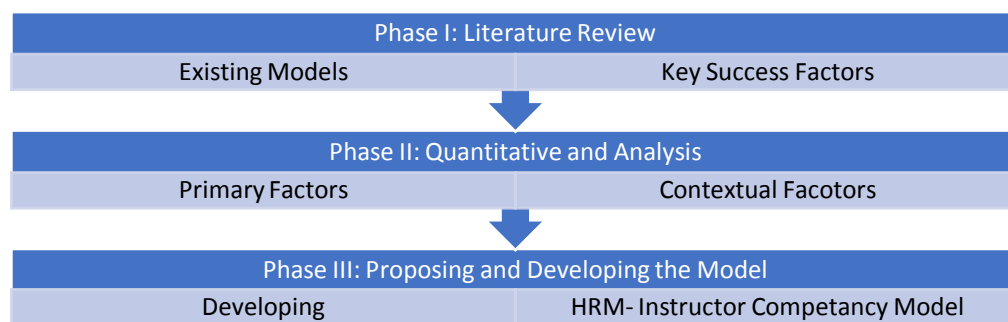
Figure (1): Research methodology framework

III. The Role of Human Resources in Education

The purpose of HRM is to allow organizations to attain their goals by introducing initiatives and offering support and guidance on every aspect of employee conduct and welfare [6]. If human resources are not effectively managed, it will be impossible for any organization, and this includes any educational organizations, to prosper or indeed survive during a pandemic such as COVID-19. Simultaneously, HRM provides guidance that can make institutions more competitive and help entire nations to cope with rapidly changing scenarios such as occurred during COVID-19. HRM plays many parts in corporate structures, but within education, and especially in universities and colleges, such parts have to be adapted to align with the requirements of the sector [7]. Many academic institutions had to shut their physical premises completely in response to the COVID-19 pandemic due to the fact that to stay open would be to risk the health of students and teachers. To mitigate the impact of the pandemic and allow learning to continue, schools and universities, both private and public, adopted online teaching to replace standard in-person teaching [8]. Moving towards digital teaching threw up many issues regarding how prepared both teachers and students were for this new mode of learning and how it affected educational quality [9, 10]. Concerns in this area have increased the importance of HRM roles in assisting in this change in the course of COVID-19. Because of this, the part played by HRM within education has been changed by the pandemic. The primary functions of HRM in education during the COVID-19 pandemic are these:

Recruitment and selection

Recruitment and selection are two essential elements of HRM, making sure that organizations have sufficient staffing numbers for every level and position when and where needed. Organizations must have a strategy to recruit sufficient numbers of high-quality teaching and administrative staff in line with their existing requirements and any plans to expand [6].

In his study, [11] states that to improve competitiveness when recruiting teaching staff, the selection process should become less bureaucratic. Nevertheless, [10] state that as a result of the downturn caused by COVID-19, many experts have stated that hiring processes were either scaled-back or paused. The hiring processes were reduced either for financial reasons, with fewer positions being available, or due to the fact that the labor market has shrunk due to restrictions on travel or work visas. This meant that organizations had to rely on the pool of workers available locally, which was not always sufficient to satisfy requirements. Many organizations moved towards technology as a means of recruiting talent, with more virtual interviews, virtual panel interviews, and virtual career days for attracting and hiring university graduates.

Training and development

These aspects of HRM are essential as, having recruited and given posts to employees, consideration must be given to the ways in which they can continue to improve their skills during their careers as part of an organization. This is also useful for organizations as employees will be of the greatest value if they are developed to their maximum potential. When they reach this position they will be prepared to assume extra responsibility either in the position they hold or in any future employment. This is especially important in educational institutions as offering training to employees will be doubly beneficial, not only providing better trained staff but a better standard of teaching to students [7]. When the pandemic arose, educational institutions had to introduce training for their teachers on the ways in which online teaching could be carried out. However, [10] state that most organizations undertook considerably less training in the course of the pandemic, either decreasing the hours of formal training available or not offering any training at all. Organizations that have retained a focus on employee training have been able to use it to acclimatize employees to their changed working conditions. Different organizations focused on different aspects of training, some looking at remote working and some introducing new software and/or applications. Experts in education and training have noticed a particular focus on the use of new technology, with institutions having to make a rapid move to online teaching to prevent disruption to the delivery of courses. Training sessions were held online, even in cases where the employees had been instructed to attend their workplace.

Performance appraisal

Performance appraisal aspects of HRM involve assessing the level at which an employee is undertaking their job [12]. Performance appraisal is effective if it assists in directing employee behaviors towards achieving an organization's targets and it can also be useful in monitoring the extent to which goals are being reached. Educational institutions should not simply stick with the compulsory forms of appraisal detailed by regulators but develop in-house systems allowing them to see who is performing best. This must be done because every institution has a different student body and differing aims.

HR experts were requested to make a comparison of the purposes of performance evaluation both pre-pandemic and in the course of it [10]. Before the pandemic, most organizations employed performance evaluation for identifying which employees deserved promotions or salary raises. In the course of the pandemic, performance evaluation has changed to monitoring how employees are performing with little consideration given to promotions or salary raises. Promotions were only given to staff who proved themselves indispensable in the pandemic response or in cases where an organization were concerned they might lose an employee with no prospect of replacing them.

Compensation and benefits

Deciding upon levels of compensation that accord with the compensation policies of management is one of the central functions of HRM. Nevertheless, in Kuwait, during the pandemic, promotions, salary rises or incentive bonuses have not, in virtual cases, had any relationship with performance evaluation. In the course of the pandemic organizations either paused or made substantial modifications to compensation and benefits packages. Because the pandemic severely affected organizational revenues, the level of benefits was lowered to mitigate such losses; in most cases all promotions, salary rises and incentive packages were put on hold with benefits only being given to essential staff in exceptional circumstances [10].

Employee relations

Relationships with employees are at the center of all human resource functions in all organizations. Employees must be encouraged to have a means of speaking out so that the relationship between employees and management can be improved. This is especially vital in relationships with a highly intellectual employee base such as that in an educational institution. Additionally, better employee relations will give organizations competitive advantages [7].

To deal with the ongoing pandemic, and particularly to sustain good morale amongst employees, most Kuwaiti organizations made sure that they were in frequent contact with their staff. Paying attention to feedback from employees and ensuring that full transparency and discretion were maintained were essential to retaining

good levels of organizational morale. It should be noted that certain organizations chose to offer employees benefits in the course of the pandemic in order to make the staff more motivated, with others choosing to use the pandemic to offer staff training and development. However, some organizations disregarded any concept of protecting staff morale and did not even attempt to keep it at its previous level, let alone enhance it [10].

An additional purpose of HRM is to assist employees in undertaking their tasks. During the pandemic a number of significant challenges arose for HRM and departments were crucial for ensuring that teachers were able to do their work and to maintain their own physical and mental health during the crisis. Organizations were faced with the requirement of looking after their most valuable asset, human capital, by making them feel valued and ensuring that they stayed healthy. An additional aspect of HRM is to act as a conduit between employees and management. HRM has to raise any concerns that employees have regarding their work, put forward possible means of mitigation to management, and to ensure that managers are listening to and offering psychological healthcare and supervision for their employees during difficult times such as the pandemic. HRM also has responsibility for keeping employees up-to-date and well informed regarding the ongoing position of the organization. A number of examples exist where a leader or organization has taken on such challenges in difficult situations. Nancy Koehn of the Harvard Business Review recently looked at such situations and detailed a quartet of specific actions that are valuable when a crisis arises, these being to acknowledge fears, to offer a role and a purpose, to focus on learning, and to focus on the energies and emotions of individuals involved [13]. Reference [14] offered another four essential elements that should be focused on to help employees during a crisis, these being flexibility, engagement, taking emotions into account, and listening to employee opinions. During the pandemic, HRM's role was to offer support to management and decision-makers. On the other hand, [15] stressed that leaders must be supported by HRM by helping them to manage all crises, current or future. HRM departments can help management to generate positivity regarding the organization by encouraging all staff to be compassionate, creative and kind. By employing correct strategies and being proactive, HRM can assist in making individuals and organizations more resilient in the course of a crisis.

IV. The Impact of COVID-19 on Education in Kuwait

During the development of the COVID-19 pandemic, many administrations brought in new regulations restricting the numbers of people who could gather in any public space. Such regulations have caused severe disruption to the ability of schools and universities to function. UNESCO stated that by April 27, 186 countries around the world had shut down their schools, with more than 1.2 billion students affected [16]. Reference [17] stated that many educational institutions across the globe have found new ways for learners and teachers to continue their courses and created compulsory online classes so that education could be maintained for the remainder of the academic year. Students in China and Hong Kong were told to remain at home and to follow their lessons on the Internet. New York University at Shanghai provided students with online resources and applications such as Zoom to enable video conferencing. Similarly, [18] said that a number of educational institutions as well as private companies have been assisting schools and universities in providing students with virtual teaching, and a number of national and international databases have been created online to provide educational resources. This has increased the viability of online learning as a choice for numerous schools, colleges, and universities around the world. Teachers and learners in the majority of countries in the world suddenly found they were compelled to employ online learning during the pandemic. There has been much debate amongst experts, teachers, and learners as to whether this will enhance or retard the learning of students. A number of institutions were reluctant to risk damaging their existing curriculum by distilling it into online learning sessions. Nevertheless, the virulence and long timeframe of the pandemic meant that all institutions ultimately had to accept for the time being that online learning was necessary [18].

Kuwait is a developing nation and prior to the pandemic the employment of ICT and the introduction of online learning was still relatively unadvanced, with the majority of education being delivered in a traditional manner on the basis of in-person interaction and classroom teaching [19]. Numerous programs and initiatives were put in place in support of online learning, but many did not succeed. Kuwait, as with many other nations, has begun implementing online learning for public education institutions, but in spite of the country's wealth it has fallen behind other nations due to low capacity and a lack of innovation [20]. Kuwait's reaction to the rapid spread of COVID-19 was to quickly shut down all schools, colleges and universities on March 1, 2020. With in-person teaching banned, Kuwait's education authorities looked at ways of keeping learning alive, with online teaching being one option. The authorities in Kuwait were divided as to whether moving to online learning was an appropriate way of controlling the pandemic, with arguments being put forward on both sides. Supporting online learning was challenging for state education institutions due to a lack of preparation, insufficient infrastructure, and the paucity of digital educational content available in Arabic, meaning that online education has not been widespread amongst governmental institutions. Nevertheless, private educational institutions at all levels in Kuwait reacted with an immediate response, and as soon as Ministry of Education officials granted approval, they began the preparation and delivery of online education.

Online learning during the pandemic

After educational institutions had been closed for some months as a result of the COVID-19 pandemic, Kuwait's colleges and universities had, in common with most other countries, to move to online learning. Online learning has many different names in literature, including blended learning, technology-enhanced learning, virtual learning, flexible learning, distance learning and e-learning [21]. E-learning refers to the employment of hardware, software, and telecoms technology for the supporting and management of teaching and learning in the replacement of traditional learning scenarios, creating novel and efficient means of learning in either synchronous or asynchronous modes. In addition, [22] defines synchronous learning as being a structured learning program with pre-scheduled classes with teachers and learners meeting live in a virtual classroom and interacting with each other in real time. Asynchronous learning creates environments where students can engage in learning at any time and from any location whilst still learning from and interacting with fellow students and teachers. New technology allows developers to create learning tools that were open and showed considerable flexibility, encouraging engagement and collaboration in learning [23]. Educational institutions adopted technologically enhanced techniques to promote education and to allow all parties to have involvement in the learning process within their school, college, or university [24]. Technology-enhanced learning (TEL) may be incorporated into the classroom (blended learning model) or employed to allow remote access to sections of the learning environment (distance learning model). Numerous institutions are moving to online learning, offering a blend of traditional courses and online learning opportunities [25].

Instructor preparation

It has long been appreciated by HRM specialists that if employees are placed in new situations or ones that provide considerable uncertainty, they become stressed [26]. The ways in which employees offer a response to the stress is dependent on their general disposition and coping strategies [27, 26] Those who are suffering stress and anxiety tend to search for and be comforted by that which is familiar, be it people, environments, or even foodstuffs.

One of the biggest challenges to introducing online learning successfully in the Arab region is instructors' technical knowledge. In normal times, introducing new technologies would involve an assessment of the skills and knowledge of users prior to introduction, with an evaluation of instructors and the types of training required for ensuring that introducing online learning would be successful. It has been emphasized (CoSN) that prior to making a decision to take teaching and learning online the preparedness of students and teachers must be assessed. It must be questioned whether teachers have sufficient preparation for online teaching, content delivery, and collaboration, and whether they have the necessary skills to digitize and deliver their content employing LMS, undertaking video conferencing and virtual learning activities, and undertaking online student evaluations. Getting teachers ready to teach online is extremely challenging with such a small window for training.

Teachers must receive training for the design and delivery of online education, particularly when education institutions in Kuwait will have no alternative but to significantly change the way they teach and to move to online learning and prepare students for the changes this will bring. Many Kuwaiti academics have warned that there are significant challenges involved in the move to online learning, which includes the fact that a significant proportion of both teachers and learners may not have the capacity, knowledge and skills to learn online [28]. It has also been stated that implementing online education in the prevailing circumstances within state educational institutions will prove challenging as neither teachers nor learners have sufficient experience of online education [29].

V. Instructor Competency Models and Frameworks

Prior to attempting a definition of instructor competency, we need to define competency itself. Reference [30] set out a definition of the many facets of competency, distinguishing between competence and competency. Concepts of competency were created as long ago as 1957 by Selznick. The POCCI model was created for identification of the way resources could be allocated for the development of core competencies in order to accrue competitive advantages [31]. Competency/competencies are the elements an individual requires to undertake their job successfully. Competence/competences refers to the demands of their occupation that a person must possess or have knowledge of in order to undertake the tasks needed for particular jobs [15]. It refers to the individual's capacity to undertake a specific element of their employment [30]. Thus the competency of the instructor is their capacity to undertake the requisite tasks for their job, or in this specific case their capacity to provide online teaching during the pandemic.

Al-Hunaiyyan set out an enhanced iteration of the Instructional Competency Model called the e-Learning Instructor Capability Maturity Model (eTCMM). This model addresses cultural, social, and behavioral elements for the improvement of competency levels for instructors. [32]
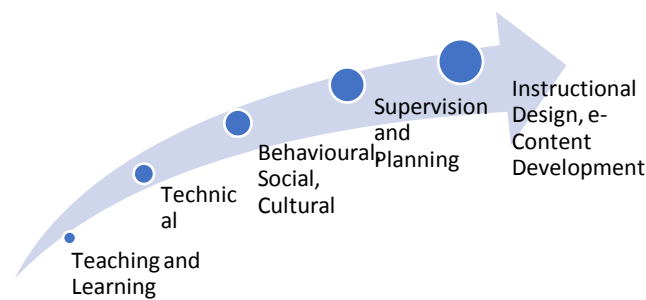
Figure 2: e-Learning Instructor Capability Maturity Model (e-TCMM) (Al-Hunaiyyan et al, 2012)

Although not much research has had a primary focus on social presence in online teaching and learning [33, 34], much research has incorporated it and emphasized how central it is in terms of effective practice [35].

The capacity of instructors, and also learners, for interaction, collaboration, and relationship building between themselves created student satisfaction [36, 37] and had a significant influence on cohesiveness in the learning community [33], the shared knowledge construction of those involved [38], and the impact of this form of teaching and learning [39]. However, it has been discussed that the lack of interaction and the challenges in creating inter-student relationships did not influence instructor methodologies; rather they had a focus on the content of the course to gaps left by such social absences. Of the advantages afforded by online teaching, collaboration was regarded as an essential element [40]; effective approaches in terms of social presence incorporated consistency of participation, swift communications, regular use of group discussion, contributions to learning that were timely and had relevance, and students being committed to their tasks [41].

Instructors/learner interaction were essential for the promotion of collaborative working and good relationships but were insufficient in terms of ensuring that social presence was established [42, 43, 44]. Creating a supportive learning environment/learning community notable for significant quantities of social presence came from robust collaboration, solid interaction, a mutual respect and interdependency [45]. When developing online activities, it has been demonstrated that creating a participative, collaborative and cohesive community of learners requires the best possible levels of social presence from teachers [34]. Instructors with high levels of activity offered support for the ways in which others participated in their online community, however they did tend to dominate discussions and limit the capacity for students to participate (ibid). Simultaneously, students had an essential part in how impactful online learning was; students who felt they were actively involved, possessed inclusive attitudes and mutual trust got the most from online teaching [46] and were supportive of shared power structures and students owning the discussion [47]. Developing higher order cognitive skills demanded not just a robust social presence but also instructors with the capacity to steer student collaboration as it moved from reflecting on content to reflecting critically [48].

Implementation of an online learning system introduces modern technologies into educational establishments, which creates numerous challenges regarding how prepared both teachers and learners may be. Online education means that both teachers and learners have to have the competence to move into this new format. Al-Hunaiyyan et al. [32] created a model of instructional competence to assist instructors in improving their efficiency with online learning. This model comprises a framework of six areas of competence, these being knowledge/cultural competency, technical competency, practical competency, behavioral/social competency, supervision/planning competency, and competency in instructional design. On the other hand, [49] created a Faculty Readiness model to Teach Online (FRTO) on the basis of theoretical modelling and historical research. Researchers including [50] and [51] have discussed issues surrounding how instructors prepare and how their preparedness may be assessed. Additionally, [52] created a Readiness To Teach Online (RTTO) scale containing 33 elements which covered five categories incorporating engagement of students, support for technology, course development, assessment, and criteria for evaluation. Preparedness is a crucial element of accepting online teaching, and it naturally feeds into requirements for identifying the extra dimensions of any barriers or challenges that exist.

To successfully implement any distance learning program, it is crucial that both educators and administrators accept the available technology. [53] created the Technology Acceptance Model (TAM) for modelling the ways in which users develop an acceptance of, and capacity to efficiently employ, technology. This model proposes that users who are faced with new technologies are influenced by several factors in terms of the ways and whens of their usage. This model was founded on reasoned action theory for designing and explaining virtual behaviors. [54] offered support for this model with two key elements for determining behavioural intentions when adopting specific technologies. The TAM model has been employed for testing the

ways in which new technologies like websites, web browsers, and email are accepted. Regarding technology and its use in delivering online education, the Canadian Demand-Driven Learning Model (DDLM) arose from a collaboration between expert educators and academics [55] Management System (LMS), service, and content. Technology is regarded as supportive or a type of tool for the achievement of learning aims. The model is intended to offer encouragement for academic participation in developing and using technology as part of teaching strategies. The emphasis in this model is on three elements: excellence in content, service, and delivery. The Community of Inquiry Model (CIM) created by [56] attempts to provide educators with a deeper knowledge of the key factors of online learning and offer them a guide for the facilitation of advanced learning online.

It is crucial that digital content (E-content) is designed and developed that is capable of supporting learning in Arabic. This means that expert software designers must collaborate with designers of the highest quality instructional material to achieve teaching aims, with checks being made for how useful the software is, including in terms of being usable culturally. When E-content is designed and developed, the highest quality standards should be met in line with internationally accepted norms [57]. Additionally, when distance learning is adopted, it must live up to what learners expect regarding quality and facilities so that they find the system attractive and retain motivation. This may be achieved by enrolling faculty on programs to increase their competence regarding awareness and training levels, enabling them to successfully employ the technology and have an understanding of learner culture and behavior [58]. An additional challenge is the implementation of deployment of integrated platforms at the requisite quality levels, with a working framework to measure and assure standards are met [59].

VI. Proposing an HRM-Instructors' Competency Model

The vital role that HRM plays in the educational sector includes enabling institutions and their decision-makers to reach their targets and to assist instructors in effectively performing their tasks during the pandemic. Due to the systemic global changes imposed by the pandemic, certain elements of HRM functions were diluted, for example selection and recruitment, and other elements became more important, such as health and safety, employee relationships, employee well-being, and training and development. Simultaneously, instructors have been compelled to acquire new skills regarding technology and to become more willing to employ online learning. Students have faced many of the same challenges but have probably not found the demands of technology. In all online learning situation mediators are required to join teachers and learners, i.e., Internet connections, and some form of device, be it a computer, smart phone, iPad etc. Suitable teaching software and electronic content is also required. Bearing this in mind, this paper proposes instructors' model that shows the part HRM plays in enabling instructors to become more confident (Figure 3).

Figure 3: Proposed HRM-Instructors' Competency Model
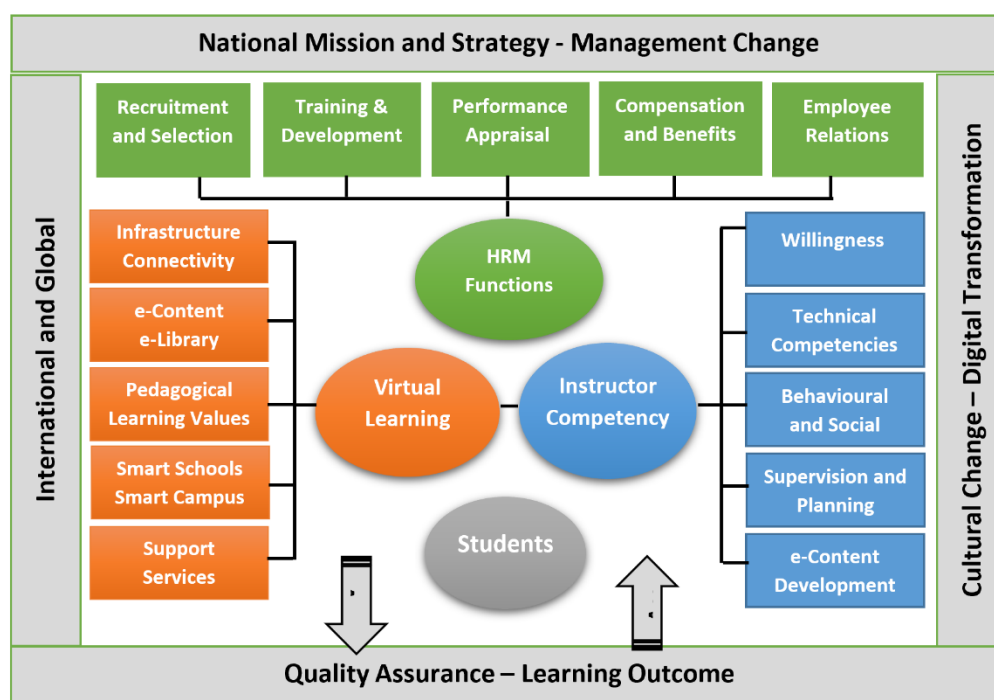
As can be seen from Figure 3, four internal components: virtual learning, HRM functions, instructors and students are placed in the center of the model, while four external factors interact with the internal components to provide effective implementation of the model. The four components are as follows:

Virtual learning

E-learning resides at the center of the model. This element incorporates strong infrastructure and Internet connections, in addition to appropriate hardware and software including learning management systems (LMS) for teaching, excellence in content quality, service and delivery via the design and development of online digital content [60]. The infrastructure focuses on realizing quality computing resources that offer excellent user-interfaces to either public cloud access or a hybrid. Having a hybrid approach means that features are made available via both public and private cloud resources. This means that instructional designers must collaborate with academic to develop pedagogical high-quality learning materials to allow teaching objectives to be achieved in smart schools and smart campuses. Typically, the smart classroom's function is to facilitate learning processes in a manner that is unique to instructors and students, incorporating the latest technologies, and yet present within a traditional classroom environment and overseen by teaching professional. all materials must be checked for usability, including cultural usability. The qualities of recognized teaching methods and innovative technologies are combined, therefore, to the benefit of both learners and teaching professionals. The demands of the course must be clearly defined, and E-learning must be made both appropriate and economically viable. Support services is the core of successful implementation of virtual learning. All of these elements are crucial to allow HRM to assist instructors to provide the best quality learning.

HRM functions

HRM has responsibility to introduce initiatives and offer support and guidance regarding anything affecting all those involved with an institution, especially teachers and learners. During the course of the ongoing pandemic, HRM should focus on the requirements of teachers, including training and development needs, organizational relationships with employees, and the well-being of employees (i.e., safeguarding their health, making them feel valued, and ensuring they know they are needed by the organization). HRM supports both management and decision-makers, mediating between senior management and workers. HRM communicates any concerns and issues from workers to senior management. In addition, HRM can propose possible solutions to management and ensure that workers' concerns are heard. HRM can also offer psychological support through acknowledgement of instructors' concerns, ensuring every instructor knows their role and aims, keeping teachers focused on learning, and updating and informing employees of all developments in a timely manner. HRM should also be flexible, make allowances for emotional responses, keep engaged with employees, taking on board their opinions, inspiring them and treating them kindly so that instructors can provide the best possible quality of online learning.

Instructors' Competencies

Instructors must learn to except new technologies and develop new skills; they must confront the stresses or fears they may have due to their uncertainties so that they can undertake their duties properly. In this model instructors must do more than simply demonstrate basic competence; competence must be raised with awareness and training programs so that they cannot only operate the technology but have an understanding of learning cultures and behavior. Instructors require more than just technological skill in this environment; they must model social ability, cognition, and presence for learners. As past research has examined, there is a requirement for interaction, collaboration and relationship building both between instructors and between instructors and students. They must show consistent participation, communicate in a prompt manner, encourage regular group discussions, offer students guidance and make themselves available when needed. They must employ a variety of new tools and methodologies to promote student engagement with online learning, combining this with accurate pedagogy, appropriate genuine assignments, and the correct technology and tools for online learning. Instructors need to reach a level where to design e-Content that reflect the educational objectives of the course and that can be accessed and evaluated in a proper manner.

Students

Students must also be accepting of new technology and prepared to learn how to use it. Preparedness is crucial in terms of accepting online learning, and subsequently it will assist in the identification of any barriers or challenges to online learning; finding and overcoming these will be an additional benefit for students. Students must be engaged, be supported technologically, given the core syllabus, subjected to assessment, and have their experience of online learning evaluated. Online learning cannot function properly without good attitudes and high levels of commitment from students. Students must demonstrate dedication, preparedness, and self motivation for effective online learning to take place, encouraging them to be self-learners and they must be well supported in their endeavors.

Quality Assurance (QA) is one of the most critical factors that focus on continuous improvement at several levels that should be applied and incorporated with teaching and learning processes to ensure its effectiveness. The importance of the QA and academic standards describe the level of achievement that the e-learning process and strategies achieve its core objectives [61].

It is worth mentioning here that all these components are highly interconnected where the failure in one chain may cause serious problems in the whole implementation. The model is efficient as it takes into consideration all the success factors needed to effective implementation of national e-learning initiatives. It is based on the national strategy that promote modern education with a clear vision and mission in addition to the engagement of all the stakeholders; locally and internationally. Management and cultural change are taken place especially with the move strongly to the digital transformation in all aspects of life.

VII. Conclusion

The COVID-19 pandemic has made a rapid and dramatic changes to the life of virtually every person in the world. Individuals, regions, nations, economies, and whole continents have been shocked by experiencing lockdown and the fear of the unknown. Managers have had to take numerous decisions in an extremely short timeframe. The education sector has experienced all of these consequences. This has meant that HRM has faced numerous new targets and an increase in workload. HRM has been responsible for assisting managers and decision-makers in achieving their goals and simultaneously dealing with the pandemic. Education has moved online, and HRM is responsible for ensuring that instructors have the competence to provide effective online learning.

Instructors might be extremely experienced and be highly technologically literate, but these two factors combined are not sufficient to guarantee that an instructor will be able to teach effectively online. One reason for this is that instructors may not be properly prepared for the challenges of online teaching. An online instructor has to be prepared to offer assistance and effective communication with students without being able to deal with them in person. Instructors must improve their online management skills, tailor their teaching methods to suit virtual environments, learn management skills for new forms of discussion, provide students with genuine online activity with effective structures, create new teaching materials, and maximize their availability to answer as many student questions as possible and provide feedback on student work. With the continuing evolution of online learning, instructor and learners both need to learn to adapt to maximize its potential. Continuous professional development is crucial to allow instructors to model best practice for their learners and to use new technologies effectively.

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